

Adult Education Regional Consortium of the Monterey Peninsula 2015-16 Implementation Plan for Adult Education Block Grant Funds

Core Values & Beliefs: We believe that all students can succeed, and we make students our first priority. We know that, as consortium members, we can accomplish more together than we could separately. We strive to support and prioritize educationally disadvantaged students. We value people of all backgrounds, cultures, and nationalities and strive to create a welcoming environment for all.

Vision: We envision working as a region to provide high quality Adult Education programs that meet the needs of our community, helping students succeed and thrive—civically, academically, and professionally.

Short Term Strategies	Goals	Actions	Outcomes
1. Consortium Partnership (Coordinator)	We engage in program and financial planning together to support our shared goals. We share clear information on all programs and place students easily in the programs best-suited to their needs. Our teachers, staff and leaders learn from one another and feel shared ownership of our work.	Hire coordinator to support: communication, facilitation, marketing, research, analysis, & outreach efforts.	Opportunities to meet with members and community partners. Feedback on climate.
2. Capacity Levels	All of our member schools maintain 2014-15 capacity for AB86 programs.	Leverage Adult Education Block Grant funding.	2014-15 enrollment levels maintained in 2015-16.
3. Academic Student Support	Students feel empowered, develop concrete goals, and understand available options. Students succeed in reaching their educational goals and transition seamlessly to next step.	Add/begin Adult School counselors; expand MPC centers/ labs support; tutoring.	Increased: retention, progress, and transition to college/career.
4. Non-Academic Student Support	Students are supported in overcoming any barriers to accessing our programs, such as childcare and transportation needs.	Expand childcare services & explore transit cost assistance options.	Increased: enrollment, retention, and progress.
5. Outreach, Program Development, and Innovative Course Pilots	Our community throughout the peninsula knows about our programs and feels a sense of belonging at all of our member schools. We efficiently provide effective programming that is well-suited to their needs.	Expand outreach to Hispanic/Latino population; review programs; and implement pilots.	Increased: enrollment, co-enrollment, progress, retention.
6. Add Class Times or New Courses	We offer classes and programs best suited to our community's educational & logistical needs.	Add class times, locations, and/or reinstate offerings.	Increased enrollment.
7. Support for Adults with Disabilities & Special Education Students	We welcome and fully support students with disabilities/special education students. We help students identify their needs and provide strategies, services, and programming to address those needs.	Add Resource Specialists at Adult Schools & expand assessment capacity.	Increased: number of adults with disabilities served; retention, progress.

Long Term Strategies

- Purchase Curriculum, Materials or Equipment
- Provide Professional Development
- Reduce Cost to Students

Needs Indicators

Regional Needs Indicators by Program Area

AB 86 Program Area	Needs Indicator	Estimate of Population in Need	Population Served by Consortium Members, 2013-14	
Basic Skills Classes	18+ without High School diploma	10,979 to 14,221	2,974	20% to 25%
Classes for Immigrants	18+ speak English not well, not well at all	4,954 to 10,208	1,159	11% to 23%
Classes for Adults with Disabilities	18 to 64 with a Disability	5,211 to 6,831	257	4% to 5%
Career Technical Education	18+ without High School diploma	10,979 to 14,221	257	≈2%

Source: U.S. Census American Community Survey estimates; local administrative enrollment records.

Note: CTE enrollments do not include credit classes at Monterey Peninsula College. Table does not include CUSD.

District Needs Indicators, 2014-15

Needs Indicators	CUSD	MPUSD	PGUSD	MPC*
AB 86 Adult Ed. Enrollment (2013-14)	0	992	665	2,810
Total Students	2,492	10,653	2,012	15,964
English Language Learners	150	3,265	145	n/a
Special Ed. Enrollment	186	1,221	197	n/a
Latino/Hispanic Students	457	5,945	371	4,609
Cohort Dropout Rate	3.3%	8.3%	2.0%	n/a

*2013-14 data. Sources: California Department of Education, Data Quest. Accessed 5/12/15; California Community Colleges, Management Information Systems Data Mart. Accessed 5/12/15; Local administrative enrollment records.

2015-16 Funding Scenarios: Adult Education Block Grant

Consortium-wide Fund Scenarios:

A: \$0

B: \$100,000

C: \$300,000

D: \$500,000

Priority Strategies: Consortium-wide Funds	1. Consortium Partnership (Coordinator)	\$0	\$60,000	\$60,000	\$60,000
	2. Capacity Levels	\$0	\$35,000	\$93,000	\$93,000
	3. Academic Student Support*	\$0	\$0	\$90,000	\$100,000
	4. Non-Academic Student Support*	\$0	\$0	\$42,000	\$100,000
	5. Outreach, Program Development, & Innovative Course Pilots*	\$0	\$0	\$0	\$40,666
	6. Add Class Times or New Courses*	\$0	\$0	\$0	\$40,666
	7. Support for Adults with Disabilities & Special Education Students*	\$0	\$0	\$0	\$40,666
	Consortium Administration (%5)	\$0	\$5,000	\$15,000	\$25,000

Total Funds by Recipient/Scenario:

Recipients: Block Grant Funds (All)	MPUSD	\$494,120†	Pending	Pending	Pending
	PGUSD	Pending	Pending	Pending	Pending
	CUSD	\$0	Pending	Pending	Pending
	MPC	\$0	Pending	Pending	Pending
	Fiscal Agent/Regional Consortium	\$0	\$65,000	\$75,000	\$85,000

*Costs other than coordinator associated with strategies. †Estimated 2015-16 Adult Education Block Grant direct allocation to district.